

Sequence "Child of the Future" Creative Writing – Sustainable Development -

Niveau B1+/B2

eden project



The screenshot shows the Eden Project website. At the top, there is a navigation bar with links: Home, Buy tickets, Come and visit, What's it all about?, News (highlighted), Support us, and Shop. Below the navigation bar are social media icons and a search bar. The main content area features a large green heading: "Eden Project's Construction" and a sub-heading: "Eden to host new Adventure BioDome". The author is listed as Hannah. The article text describes the new biodome, its purpose, and the story it will tell. To the right of the article is a "What to see..." section with three items: "World's largest" (Trek through the biggest rainforest in captivity!), "Relax in the Med" (Explore the sights, smells and tastes of the region.), and "Top plants" (See this month's horticultural highlights at Eden.). Below the article is a "Comments" section with one comment and a "Tags" section with various categories. To the right of the article is a "Categories" sidebar listing various topics and their counts.

Home Buy tickets Come and visit What's it all about? News Support us Shop

Eden Project's Construction

Eden to host new Adventure BioDome

Author: Hannah

The Eden project is planning to build a new biodome called the "Child of the Future Story BioDome". It will show and tell the story of how mankind made the dream of sustainable development come true, The story is seen through the eyes of a young boy and of a young girl. Visitors will follow these characters as well as other villains in their adventures. Write their fantastic journey starting from a dark polluted and hopeless world to a perfect ideal world.

Comments: 1 comment

Categories: Construction, Cornwall, Sustainability

Tags: Architecture, Construction, Cornwall, Design, Environment, south west, Sustainability

Storytelling every day at Eden
Storytelling sessions happen at 12pm and 2pm, normally in the Citrus Grove in the Mediterr...

What to see...

World's largest
Trek through the biggest rainforest in captivity!

Relax in the Med
Explore the sights, smells and tastes of the region.

Top plants
See this month's horticultural highlights at Eden.

Show me stuff

Cool stuff Eden does

Categories

A Time of Gifts Calendar (55)

Architecture (9)

Art (31)

Biodiversity (2)

Business (10)

Celebrations (25)

Circus (12)

Climate change (13)

Community (77)

Construction (8)

Cornwall (52)

NB : photo montage réalisé à partir du site <http://www.edenproject.com>

Télécharger ce photo montage <http://bit.ly/xFzWtS>

Mission : The Eden Project is planning to build a new biodome called the *Child of the Future Story BioDome* .

It will show and tell the story of how mankind made the dream of sustainable development come true. The story is seen through the eyes of a young boy and of a young girl.

Visitors of the *Child of the Future Story BioDome* will follow these characters as well as other villains in their adventures.

Write their fantastic journey starting from a dark polluted and hopeless world to a perfect ideal clean world where everyone is happy. Also record the audio file in English that visitors will listen to, in mp3 format, along their visit of the *Child of the Future Story BioDome*.

- **Eden Project** : New On Target, Belin, 2de, p. 50-51 *Tim Smit and the Vision of Eden* + audio track n° 14 ou même document sur YouTube <http://bit.ly/xBwoPj>



Le lieu où se développe l'histoire, **repérage dans les pages 50-51 du manuel *New On Target* (2de, édition Belin) des éléments pour la description du setting de la situation finale**; c'est aussi une **contrainte et le lieu de la mission** (cf Claire Bourguignon : « toute mission suppose une contrainte »)

- **Child of the Future** Time 27 oct 1997: Special issue " Our Special Planet" : prologue + epilogue : **ces deux documents posent la situation initiale et finale de l'histoire**



- **Prologue (2ème de couverture)**

- Image seule (pour la phase d'anticipation) : <http://bit.ly/yC5CcC>
- Document original (texte + image) <http://bit.ly/xjPhym>

- **Epilogue (3ème de couverture)**

- Image seule (pour la phase d'anticipation) : <http://bit.ly/wbScWA>
- Document original (texte + image) <http://bit.ly/AiEayC>



- Fiche de travail proposée par Sylvie Verdon + diaporama pour **comprendre la situation initiale et finale**: travail en groupe puis mise en commun, comparaisons

Fiche pour les élèves (pdf) <http://bit.ly/wMXPG1>

Diaporama (.ppt) <http://bit.ly/yhbAKG>

- A la suite de ce travail, les élèves devront repérer lesquels des éléments d'une histoire nous sont fournis dans prologue et épilogue, lesquels il reste à écrire ou développer.

- Pour acquérir la version originale de ce numéro *Time Special Issue* du 27/10/1997: « Our Precious Planet » <http://bit.ly/zKtEy1>

• **How to write a story - Templates :**

DO YOU WANT TO WRITE A NOVEL?

WHAT GENRE/TONES IS YOUR NOVEL?
 Fantasy Horror/Thriller Sci-Fi Romance Steampunk Chick Lit
 Comedy/Satire Other: _____

WHERE DOES YOUR STORY TAKE PLACE?
 City/State/Country/Planet: _____
 Period/Time: _____ Historically Accurate Fictional Timeline

WHO ARE YOUR MAIN CHARACTERS?
 1st Person 2nd Person 3rd Person Limited Omniscient

Character 1:
 Main Character Main Character
 Love Interest Love Interest
 Nemesis Nemesis
 Name/Title: _____ Description: _____

Character 2:
 Main Character Main Character
 Love Interest Love Interest
 Nemesis Nemesis
 Name/Title: _____ Description: _____

Character 3:
 Main Character Main Character
 Love Interest Love Interest
 Nemesis Nemesis
 Name/Title: _____ Description: _____

WHAT ARE YOUR PLOT POINTS?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

- Des fiches que les élèves pourront utiliser tout au long de la séquence pour les activités de compréhension de l'écrit autour de Child of the Future ou de The Red Moon, et qu'ils utiliseront pour la mission d'écriture: **construire l'histoire, l'intrigue, les personnages.** Fiches élaborées par Lenore Tucker-MacLeod <http://www.rhinoandbird.net/2011/11/nanowrimonovel-writing-templates.html>

• **The Future of Food**, proposé par Stéphane Busuttill : <http://bit.ly/AtXIdg>

The future of food

In 2050 there will be another 2.5 billion people on the planet. How to feed almost 10 billion more mouths is still a bit of a mystery.

The life span we will have to double our food production. But anyway, there are already one billion hungry people today, not much more until we can feed the world. Climate change will only make farming harder: the oceans are acidified, and the world has growing water shortages.

Algae
 Algae are simple, single-cell organisms that can grow very rapidly in sea, and even in polluted water. They can provide fish, oils and sugars. They are at the bottom of the food chain - they are eaten by everything from the lowest shrimp to the great blue whale. They are the base of all life and must be the future. They are already eaten widely in Japan and China.

Artificial meat
 It looks like meat, tastes like meat, and it is meat, but it doesn't come from an animal. Instead, artificial or "cultured" meat is grown from stem cells in glass cells. Cattle now occupy nearly one quarter of all cultivable land, and growing crops for animal feed takes up another 25%. Studies show that artificial meat - used for less water, energy and land - will reduce meat production of animals in factory farms and use of growth hormones and antibiotics is already considered unsustainable. Artificial meat is researched by scientists in Ireland and Britain. The first artificial hamburger could be developed next year.

INSECTS
 Many insects are rich in protein, as low in fat and cholesterol and high in calcium and iron, and raised farms need little space. Environmentally, they feed conventional farms, too: they are natural pesticides. **Edible** meat tastes better than most cattle. They are also grown in space and industrial waste that we usually throw away.

Grasshoppers, spiders, scorpions, worms, ants and beetles are not so healthy on European farms but at least 2,000 species are eaten in Africa, Latin America and Asia. Now, with rising food prices and worldwide land shortages, we will see a meat farms - very soon in France.

The advantages of "insect-based" farming are great, says the European Union. The EU is also offering to member states 50 million to promote first use of insects in cooking.

where/Free Daily/Source: Science (2) news (10)
<http://www.science.com/education/2012/05/01/future-of-food-text.pdf>

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Cet article apporte des éléments de réponse pour la résolution (on explique que tout le monde a faim dans la situation initiale et cet article pourrait illustrer comment on a résolu le problème). Ce travail pourra être proposé en « devoir maison ».

- **The Future of Food : Compréhension de l'écrit:** fiche élève <http://bit.ly/xNZn2b>

The Future of Food
 Reading comprehension

1- Read the text http://ifl.dspace.com/19053312/future-of-food_text.pdf

2- These animals appear in the text, name them.



3- Pick out 5 phrases from the text to show that the problem of food is and will be connected to the problem of land space.

4- True or false? Circle the correct answer and justify with one quotation from the text.

a) Many people and many animals already eat algae. **True/False**

b) Algae pollute the sea. **True/False**

c) Artificial meat is meat that has been genetically modified. **True/False**

d) Artificial meat can help save the planet. **True/False**

e) Artificial meat can already be consumed in some parts of Europe. **True/False**

f) Some insects are nutritious. **True/False**

g) Cattle pollutes more than insects. **True/False**

h) The EU is planning to help finance the development of insect farming to feed the populations. **True/False**

*1 activité de vocabulaire sur les animaux cités dans le texte (shrimp, whale, grasshopper, ant, etc.)

*1 exercice de type « repérage de l'information principale »

*1 exercice de type « True or False , Justify »

- **Parts of a story:** à partir de ce site,



<http://www.learner.org/interactives/story/cinderella.html>

l'enseignant a fait un découpage de la source audio avec Audacity, pour supprimer toute référence à Cinderella. Ce fichier **présente les différents éléments d'une histoire: " main elements of a story: setting, characters (hero/villain), plot (exposition, conflict, climax, resolution)"**

- Télécharger cette activité au format pdf <http://bit.ly/x8vDqA>

Listen and match each entry from column 1 to an entry in column 2 and column 3 Listen: <http://bit.ly/yfLZ9f>

Setting	<ul style="list-style-type: none"> • Details about the characters and setting 	<ul style="list-style-type: none"> • often the most exciting part of the story
Characters	<ul style="list-style-type: none"> • Main event in the story , the problem faced by the protagonist • The bad character • The good character (or protagonist) 	<ul style="list-style-type: none"> • Explains what happened before the beginning of the story • Hero Vs Villain • Opposition between the protagonist and the villain: the good character wants something and the villain is trying to stop the hero. It makes the story exciting.
Plot	<ul style="list-style-type: none"> • The people, animals or creatures in the story • The Sequence or Order of the events • What happens to the characters after the conflict is resolved • When and where the story takes place • When the conflict of the plot is resolved, 	<ul style="list-style-type: none"> • Past, present future? • The ending of the story, the protagonist succeeds, the villain has been defeated • The plot, the actions that take place in the story • Will defeat the villain to succeed and be happy • Will prevent the hero from succeeding and being happy
<ul style="list-style-type: none"> • Exposition • Conflict • Climax • Resolution 		

Setting	When and where the story takes place	Past, present future?
Characters • Hero • Villain	The people, animals or creatures in the story	Hero Vs Villain
	The good character (or protagonist)	Will defeat the villain to succeed and be happy
	The bad character	Will prevent the hero from succeeding and being happy
Plot • Exposition	The Sequence or Order of the events	The plot, the actions that take place in the story
	Details about the characters and setting	Explains what happened before the beginning of the story
	Main event in the story , the problem faced by the protagonist	Opposition between the protagonist and the villain: the good character wants something and the villain is trying to stop the hero. It makes the story exciting.
• Conflict		
• Climax	When the conflict of the plot is resolved,	Often the most exciting part of the story
• Resolution	What happens to the characters after the conflict is resolved	The ending of the story, the protagonist succeeds, the villain has been defeated

activité et audio adaptés de <http://www.learner.org/interactives/story/>

- **Act on CO2 ad – Vidéo de YouTube** : un père raconte une histoire à sa petite fille avant le coucher, histoire dont la résolution dépend de nous: <http://bit.ly/rj6hIg>



Vidéo avec sous-titres <http://bit.ly/xXNnMP>

Cette activité permet le repérage des éléments de l'histoire (characters, setting, plot)

Bearing in mind the different parts and elements of a story, fill in the grid below while watching the following video (*answers in red*) <http://bit.ly/xXNnMP>

Setting	a land, in the past, present and future
Characters <ul style="list-style-type: none"> • hero(s) • villain(s) 	people (children and grown-ups, scientists) and animals (a rabbit, ...) people/grown ups are both the protagonists and villains
Plot <ul style="list-style-type: none"> • exposition • conflict • climax • resolution 	Grown ups use of energy is causing strange weather (terrible storms and floods,) could destroy the land for the children scientists discovered that if they made less CO2, Then maybe they could save the land (?)...resolution is up to the population. "it's up to you how the story ends"

- **The Red Moon** (audio + script)

Story



<http://freestoriesforkids.com/children/stories-and-tales/red-moon>
(choix de l'accent possible)

- **Repérage des éléments d'une histoire : characters, setting, plot en complétant les « templates »**

Écoute sans le texte: repérer les connecteurs chronologiques ("once, one day, then, then, soon, before long, whenever, a day ...when")

- Sur le plan phonologique

Écoute sans le texte pour sensibiliser les élèves à l'importance des pauses/silences lorsque l'on lit/raconte une histoire + intonation descendante

-> écoutez et prenez note de tous les premiers mots des énoncés après chaque pause/silence marqué.

-> écoutez et prenez note des derniers mots des énoncés avant chaque pause.

-> écoutez et prenez note des mots accentués entre le 1er et dernier mot

- **Reconstitution des éléments de l'histoire « who , where, when, what + Moral of the story »**

• **Annexe :**

Tableau récapitulatif des activités de communication langagière mises en œuvre, échelles de descripteurs correspondantes <http://bit.ly/Adt034>